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A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, ASSISTANT EDITOR

CONTENTS—JULY 2, 1925

EDITORIALS
- Educational Amplifier 3
- Is Psychology in Jeopardy? 3
- Assistant Superintendents of Boston 4
- Educator for Mayor 5
- Culmination of Boy Week 5
- Teacher Honored 6
- Passing of William H. Meck 6
- Coleman's Forum 6

BOSTON'S ASSISTANT SUPERINTENDENTS 7
By Charles W. Parmenter

FOUNDATION OF AMERICANISM 8
By Calvin Coolidge

PARENTS PLUS THE SCHOOL 9
By Olive M. Jones

TEACHERS' VACATIONS 10

THE CHILD'S NEW AMERICA 11
By Ida L. Gregory

PROFESSION OF SUPERVISION 12

THE ANGELO PATRI BANQUETS 13

THE RADIO ON THE FARM 13
By Dr. Henry S. Curtis

THE APPROACH 14
By Arthur Dainley-Neeles

'TIS THIS TO TEACH 14
By A. F. Harman

WHO'S WHO AND WHAT THEY DO 15

TEN POINTS IN BUILDING A TEACHERS COLLEGE 16
By Joseph Rosier

THE MOCKING BIRD 21
By Annie Pike Greenwood

BOOK TABLE 22

EDUCATION IN ACTION 24

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EDITORIALS

Educational Amplifier

The amplifier is an all-important scientific discovery or invention. There is now an amplifier which magnifies sound a million fold. By its use the scientist can hear the movements of the electron, the smallest particle of matter.

Teaching will be an entirely new art when we realize that the business of teaching is to amplify learning so that minds with the least intelligent activity can understand.

We waste time when we examine the learning of students with bright minds, brighter minds often than the teachers who hear them recite.

Intelligence tests are a wonderful discovery, but we are no nearer their best use than the Langley airplane was like the first Wright machine, or than any airplane of five years ago was like the famous machines of today.

To know how much intelligence any one has is of slight inportance, unless we know what use is made of it. The greater possible speed a horse has the more and better training he gets. The greater skill a ball player has the more scientific is his training.

What we want to measure is the use one makes of his native intelligence. Thomas A. Edison, Henry Ford and Luther Burbank have had no school privileges to speak of, and they never had any intelligence tests, but they have made miraculous use of their intelligence.

The new teaching will amplify information, methods and possible use of information and methods so that minds of relatively small intelligence can understand and appreciate values hitherto unappreciated by even more brilliant minds.

For eighty years all smoke, gas and pitch of soft coal were wasted in making coke, but *now* the aspirin and other remedies, the saccharin—500 times sweeter than cane sugar—and other delicacies, two hundred colors, hues, tints and tones produced as dyes, and TNT and other measureless explosives made from the hitherto wasted smoke, gas and pitch are worth many times as much as the coke, which is as good as it ever was.

The teaching of the future will amplify knowledge of all kinds and processes of various kinds so that morons and others of less keen intelligence can understand and appreciate whatever will be of high value to them.

"Amplify" is the new educational term which will often take the place of "psychology." Think on these things, fellow teachers!

Is Psychology in Jeopardy?

We have unusual opportunities to appreciate the tendencies, the signs of the times, and we have enjoyed these unusual opportunities for many years.

Just as we are never propagandists so we are never opponents of any educational activity that has good professional backing as the new psychology has had and still has. Nevertheless there are indications that it is liable to be jeopardized by its ablest advocates.

We recall the zeal of the Herbartians. Noth-

ing ever had abler championship. They had the field practically to themselves for a few years. They were skilfully organized and associationized, and they had several books, and their champions were in demand for all programs. Nevertheless they played a fade-away game. Before they knew what had happened they had faded away, their organization wilted and collapsed, and there was no call for them on any program.

We watched the coming and going of Herbartianism because many of the leaders were among our closest personal and professional friends. We never joined them in their propaganda. It was said that we played in luck, and were often asked why we were never inoculated with a germ that was so promising.

We have played in that kind of luck many times in the last fifty years. Once only have we been caught by popular germs that had no staying qualities. It is equally true that we have never with our pen been in opposition to anything that had an untimely end. It could never be said that we had any positive part in the failure of any of the many educational ventures that died prematurely.

Our philosophy, which has never failed us so far, is to watch the champions of a new adventure. If they are satisfied with a mutual admiration society, we are sure that they are already headed for the discard.

The Herbartians were self-praised beyond anything we have ever known. They were sure that they would solve all educational problems in classroom, in the art of teaching, and in the science of education. They simply pitied every one who was not of their group. They did not realize that they were becoming a joke; that they made no impression upon the great teaching and supervisory body of educators.

There are some indications that the zealous psychologists are going the way of the Herbartians. They claim so much for so many classroom subjects, for so many features of supervision; so often ask, superciliously, "Is it psychological?" that the great body of schoolmen never use the word "psychology" lest they see the smile that steals over the faces of the group.

There is a liability of a self-praiseful group, danger of psychologist becoming a joke, and nothing can survive the ordeal of being considered a joke. Nothing can live professionally that does not command the serious respect of the great body of school workers.

A kite cannot fly unless someone has hold of the line and pays it out no faster than the kite tugs at it; so nothing progressive in education will live if it loses connection with those who must keep hold of the line and pay it out as fast as it draws the line tight and no faster.

There is so much that is sensible in the new psychology that it will be a calamity for it to become a professional joke, as it surely will be if it flutters and wabbles, and gets so cranky that it will fall and land on the top of some tree just to be looked at by passers-by.

One of the great educational problems today is to have the new psychology used whenever and wherever its use is needed and desired while preventing its cutting loose from the real life of the school.

Psychology cannot survive if it loses the grip of common sense, which is to all education what the Common Law of England is to all sane law-making of the English-speaking people.

One of the directors of the Federal Reserve Bank in New York says that the negro in America has made the greatest substantial progress in human history. Sixty years ago the negroes in this country were themselves property. They were slaves—chattels—and few of them could read or write. Today the negroes in America possess property valued at nearly $1,500,000,000 and nearly 90 per cent. of them can read and write. It is one of the most remarkable transformations in the history of the world.

Assistant Superintendents of Boston

Inevitably publicity comes to the superintendent as head of a city Department of Education while the detail service is rendered by his assistant, associates or deputies. There are editorial advantages in this since it relieves us of responsibility for discriminating, but it is annoying when one realizes how great is the personal and professional service of the working force. We have often sat in council, by courtesy, with the Boards of Supervisors of New York, Chicago, Denver, San Francisco, Los Angeles, Seattle, Omaha, and other cities, always a bit disturbed that public comment was impossible.

In Boston the case is somewhat different, because we have known every assistant superintendent as well as superintendent of the city in its history, and they have been a remarkable body of men and women. Think of Colonel Francis W. Parker, one of America's most brilliant educational leaders, as one of Boston's assistant superintendents, and Frank W. Ballou, superintendent of Washington, president of the Department of Superintendence of the National Education Association; every one of the outstanding professional leaders, Stratton D. Brooks, who has been superintendent of Cleveland and Boston, and president of the State University of Oklahoma, and is now president of the State University of Missouri; George

H. Martin, one of the most famous heads of the Massachusetts State schools; George H. Conley, whose superintendency in Boston demonstrated rare wisdom at a critical time; Sarah Louise Arnold, one of the few famous women educators of the country; Frank V. Thompson, whose untimely death cut short a brilliant career as superintendent of Boston; and Jeremiah E. Burke, who is making a notable record, are samples of the men and women who have been assistant superintendents of Boston.

That the present Board of Assistant Superintendents is maintaining the reputation of the half century is well known to Boston school men. Dr. Charles W. Parmenter, who as principal of the Mechanic Arts High School for many years, has been closely associated with the department, writes, personally and professionally, in this issue, of the present Board of Superintendents.

After the above was in type the salary of the superintendent was advanced from $11,000 to $12,000, and the salaries of assistant superintendents from $6,000 to $7,000. The College of the Holy Cross, Worcester, Mass., conferred the degree of LL.D. upon Superintendent Jeremiah E. Burke, and Boston College the degree of Ed.D. upon Assistant Superintendent Mary C. Mellyn.

Educator for Mayor

Arthur S. Somers of Brooklyn, who looms large as a prospective candidate for mayor of New York City, and who has demonstrated notable leadership in many ways, is known to the school world as a brilliant member of the New York City Board of Education. It will signify much to public education if Mr. Somers succeeds Mayor Hylan.

Culmination of Boy Week

It was a rare stroke of luck that brought me to Salt Lake City for May 2, 1925, to enjoy the most remarkable non-military and non-organization parade of my experience. It was the closing day of Boys' Week—Elks' Day. The papers said there were 13,000 boys in line. All school boys above the fifth grade were in the procession. While there was nothing expensive in the line of regalia every school had something highly attractive, as, for instance, in the "Forest School" every boy had a branch of a tree ranging from six to ten feet, so that as a thousand boys came down Main street from Utah Hotel, quarter of a mile away, to the reviewing stand at the post office it was as impressive as anything we have seen.

The names of the elementary schools of Salt Lake are a little more impressive than those of any other city that we can recall. No school is named for a local politician or other nonentity. Here are some of the names of elementary schools: Washington, Franklin, Columbus, Lafayette, Fremont, Hamilton, Jefferson, Jackson, Webster, Sumner, Garfield, Grant, McKinley, Roosevelt, Whittier, Irving, Bryant, Emerson, Hawthorne, Longfellow, Lowell, and Edison. There are names of high local significance like Onequa, Uinta and Wasatch.

In the parade there was something suggestive of the name when possible, and as each school passed the reviewing stand the pupils sang something of interest to them, gave some school yell or repeated some slogan, as "We'll Take Your Places Before You Know It," "We Newsboys Never Smoke Cigarettes," "We Are 100 Per Cent. in Earnest."

There is no main street in the business section of any American city of 120,000 people as wide and straight as is Main street, Salt Lake City. The boys sixteen abreast could be seen for more than a quarter of a mile, and they left room for parked cars on either side of the street, and between the parade and the parked cars there were thirteen thousand school girls, also, adorned with school colors.

There were school bands leading each division, and barges for cripples, and automobiles for the officials, always decorated. Each school had an elegant large silk flag, and also a banner with the name of the school.

The Elks gave several cash prizes for the best high school, best junior high school, best elementary school from each section of the city, for the best special group such as Boy Scouts, newsboys et al.

For an hour and a half we watched these enthusiastic and exuberant boys from the reviewing stand, and there was not a dull or tiresome minute, which we could never say of any other parade. There was no sameness, no monotony, and we could see the street aglow with one school color after another for more than a quarter of a mile. Salt Lake City schools under the leadership of Superintendent G. N. Child always goes over the top in everything every time. It certainly did in Boys' Week.

Some organization had the direction of each day in the week. In one case, at least, the organization appropriated one hundred and fifty dollars for its functioning, and the Elks must have done more than that. It was a day we will long remember.

The Supreme Court says: "We think it is entirely plain that the Oregon Act of 1922 unreasonably interferes with the liberty of parents and guardians to direct the upbringing and education of children under their control. . . . The fundamental theory of liberty on which all the governments in the Union repose excludes any general power to standardize its children by forcing them to accept instruction from public teachers only."

Teacher Honored

A fitting service was held at the Abraham Lincoln School, Boston, May 26, in memory of the late George W. Ransom, who was principal from 1911 to 1923. The occasion was the unveiling of a bronze tablet in the assembly hall, the gift of the teachers in the district who served under him and pupils to whom he was an inspiration. Below the name and dates on the tablet are the words: "A lover of children; a zealous teacher; a devoted friend." The program was planned by the present principal, Frederick W. Swan. The tablet was presented to the City of Boston by Miss Nellie A. Manning, master's assistant, who paid a splendid tribute to the noble qualities of the late principal. It was accepted by Assistant Superintendent Augustine L. Rafter. After referring to the lasting influence of a well-rounded life the speaker said: "No tears are called for at this time but grateful thanks to God for the life of such a man and his devotion to children."

Walter S. Parker, retired assistant superintendent, spoke of Mr. Ransom's originality, optimism, and rare influence over children. The exercises closed with a salute to the tablet by the school regiment.

Passing of William H. Meck

William M. Meck, for thirty years an influential citizen and high school teacher and principal of Dayton, Ohio, was always an educational leader in the state as well as the city, and of late years in the nation. For three years he was a member of the State Senate, and was granted a leave of absence from high school principalship whenever his attendance was needed for service in the State Senate. There was no year in the last quarter of a century that he was not honored with some opportunity to render important educational or civic service.

Coleman's Forum

One of the noblest socio-civic American creations is George W. Coleman's Boston Ford Hall Forum, which recently celebrated its seventeenth birthday. There was never anything approaching this public service. Its nearest rival is the Cooper Union in New York, but Ford Hall is different.

In the seventeen years there has never been a speaker who is not a live wire, an expert on some burning issue, a good speaker always, some one who is "quick on the trigger," who is master of every detail of the subject; who is always good-natured in a give-and-take situation.

The question under consideration is always one upon which everybody is thinking; upon which there is a radical difference of opinion; upon which public opinion is of supreme importance.

There is no muzzle on any one in the audience and yet there is never any danger of an explosion, no danger of permanent harm, for discussion is absolutely eliminated.

The speaker of the evening is never interrupted. He has the floor absolutely to himself while he presents his cause. When his time is up, and he stays within his time, Mr. Coleman takes command of the situation.

Pointing to one block of seats, he asks any one with a question to stand. No one can ask a question who has not a well-prepared question upon some statement of the speaker. He cannot air his miscellaneous opinion on the subject. He cannot express an opinion, he can merely ask the speaker a question about something that the speaker has said.

The speaker answers the question, and the questioner cannot discuss the answer, cannot ask another question. He is through. Everyone in that block who is standing, and no others, can ask one question.

Mr. Coleman repeats every question, making it clear and concise. This also gives the speaker a brief time to think of his answer.

Naturally the audience is composed largely of persons who are dissatisfied with existing conditions in industrial, commercial, financial, educational or social world.

A large part of the house is reserved for season ticket-holders who are naturally of the restless class, persons who have questions on the tip of the tongue.

In these seventeen years the Boston Ford Hall audience has reached half a million, and now that the address and questions are broadcasted every other Sunday evening there is no estimate of the vast audience which listens in on a speaker, on the questions and answers.

There are some three hundred Forums of various kinds patterning more or less definitely after Mr. Coleman's Boston Ford Hall Forum.

We have followed this noble service closely for the seventeen years, and it has grown on us in geometrical ratio, and we say without reservation that it is one of the notable creations of the twentieth century.

New York state is to have a 10,000-acre tract planted to three-year-old Scotch pines as a Clara Barton memorial forest as a memorial to the founder and first president of the American Red Cross Society.

Boston's Assistant Superintendents

By CHARLES W. PARMENTER

AUGUSTINE L. RAFTER, Boston College, A.B. 1882, A.M. 1892, dean of the Board of Superintendents, became assistant superintendent in 1904 after a long period of exceptionally successful experience as submaster and master of a Boston elementary school. His native aptitude and long service in the schoolroom have given him exceptional power to inspire teachers to render the best possible service. He is singularly successful in concealing his professional mission and making a teacher feel that he has dropped in merely as a friendly visitor. His wise direction has been a large factor in the development of the High School of Commerce, the Horace Mann School for the Deaf, the so-called hospital schools, the speech improvement classes and the sight-saving classes. He has been largely responsible for the richness of the musical program in Boston. Every high school has a good orchestra, and many elementary schools do commendable instrumental work. The Boston Symphony Orchestra, the Harvard Glee Club, and the Handel and Haydn Society cooperate with the schools to reveal the many-sided appeals of excellent music.

Probably the most important educational problem that Mr. Rafter has undertaken was his survey of the schools of Porto Rico in 1911. The comprehensive, illuminating, and constructive report which he made to General Clarence R. Edwards, then commissioner of the Bureau of Insular Affairs, received high commendation.

His accurate knowledge of the details of the Boston system makes his service on the Board of Apportionment singularly valuable. His opinions concerning any phase of educational policy command respect. With him expediency and special interests have no weight when principles are involved.

The qualities that make the deepest impression upon Mr. Rafter's associates are his kindness, sympathy, sincerity, fairness, and keen sense of humor. His sparkling wit has saved many a critical situation.

MARY C. MELLYN, Boston University, Ed.M. 1924, has supplemented her training in the Boston Normal School with much study in the Massachusetts Institute of Technology, Columbia University, and Boston University.

Beginning as a substitute teacher in the Boston schools in 1890, she rose rapidly through various ranks to the position of principal of an elementary school. In 1906, Superintendent Stratton D. Brooks commissioned her to assign the unemployed graduates of the Boston Normal School to temporary service, assist them in their class work, and rate them for appointment. This was the beginning of the merit system of appointment in Boston.

In 1912, Miss Mellyn was made director of practice and training, and the scope of her work was enlarged to include training for teaching in both high and elementary schools. In 1916, she was elected assistant superintendent. Her duties include supervision of the Department of Practice and Training, the Teachers' College, the Girls' High School, kindergartens, primary schools, and special classes.

Miss Mellyn has given many courses for teachers in Boston and vicinity. Her lectures at Boston University, Yale, and the Harvard Summer School have attracted wide attention. She is actively interested in many organizations for the promotion of social welfare, such as the Boston Women's City Club and the Twentieth Century Club.

Miss Mellyn's outstanding contribution to education has been due to her remarkable capacity for winning the confidence and respect of young teachers and revealing to them the procedure that leads to success.

JOHN C. BRODHEAD, assistant superintendent, was graduated in 1889 from the old Chicago Manual Training School, conducted by Dr. Belfield. Four years as a mechanical draftsman and shop superintendent, two years devoted to the designing and construction of frame dwellings and a long period of highly successful experience as a teacher of various forms of manual training in the Boston schools brought him in 1910 to the position of director of manual training. In the spring of 1918, he was "loaned" to the War Department, and made Director-in-Chief of a training establishment at Jacksonville, Florida, that dealt daily with from 5,000 to 15,000 men. Immediately after the armistice, he was elected assistant superintendent.

Under his supervision are the Mechanic Arts High School, the Boston Trade School, and all of the shop activities of the public schools. He is an expert in matters relating to sites and plans of school buildings. He is a member of the Board of Apportionment, and renders invaluable service by his masterful analysis of budgetary factors and his clear presentation of the relations of the various items. His skill as a draftsman enables him to make singularly effective graphical exhibits of the essentials of many school problems. With the discrimination of a trained engineer, he reveals in right relations the elements of a complex situation. To the characteristics of an engineer he adds deep interest in educational philosophy, the fine sensibilities of an accomplished musician, the breadth of view which results from

extended travel, and the abounding good nature and physical vigor which vacations in the open tend to produce.

ARTHUR L. GOULD, Boston College, A.B. 1912, A.M. 1913, Ph.L. 1914, was elected assistant superintendent in 1920.

After graduating from the Bridgewater Normal School, he spent six years as sub-master and principal of the Abington (Mass.) High School before entering the Boston system, in which he had served six years as sub-master and ten years as principal of elementary schools.

In addition to his general supervisory duties, which he has discharged with high efficiency, he has accomplished three outstanding pieces of constructive work: (1) The preparation, in collaboration with groups of teachers, of courses of study for grades seven, eight and nine in six different subjects. (2) The development of plans for rating teachers in the service. This exacting work has involved the classification of hundreds of teachers and the establishment of rated lists for promotion to seven different ranks. (3) The formation of teachers' councils made up of high, intermediate, and elementary teachers for discussion of matters relating to the curriculum and the choice of textbooks. This has been a successful effort to discover and formulate the consensus of opinion of teachers concerning vital questions.

Mr. Gould has also had charge of the Department of Educational Investigation and Measurement and of the approval of teachers for intermediate schools. In all of his work he has shown rare courage, resourcefulness, fine spirit, painstaking attention to details, unfailing patience, astonishing capacity for sustained effort, and a high order of constructive leadership.

WILLIAM B. SNOW, Boston University, A.B. 1885, assistant superintendent since 1921, was prepared for his present work by long service in the famous English High School (for boys), founded in 1821. After many years of highly successful classroom work he was made head of the Department of Modern Languages in 1906. He was principal of the Central Evening High School, 1912-1915, and headmaster of the English High School, 1915-1921.

Mr. Snow is distinguished for scholarship in both mathematics and modern languages, but is best known on account of his activities for the improvement of methods of teaching those languages. He has rendered important service on several modern language committees of national scope, and has received two decorations from the French Minister of Public Instruction. He is the author of a widely-used French grammar, and has aided in the preparation of other French textbooks.

For many years his absorbing study was the improvement of methods of teaching high school subjects, but his interests have been by no means limited to a single school or department. As president of the Massachusetts Schoolmasters' Club, the Boston Principals' Association, and the Harvard Teachers' Association, he has exerted a wide influence. He was one of a small group through whose efforts the Boston Retirement System was established.

Mr. Snow was the first headmaster to be promoted to the Board of Superintendents as now organized, and very ably represents the high school point of view. He is distinguished not more for his unusual scholarship and comprehensive knowledge of school problems than for his exceptional capacity for rapid work, clear and logical thinking, convincing exposition, sympathy, fairness, good judgment, and administrative ability.

MICHAEL J. DOWNEY, Boston College, A.B. 1904, A.M. 1914, the junior member of the Board of Superintendents, was elected assistant superintendent in 1924. After ten years as teacher and sub-master in Boston elementary schools, during which time he was engaged in various forms of evening school work, he was made assistant director of evening schools in 1915, and was promoted to the position of director of evening schools in 1917.

Mr. Downey has made a thorough study of problems of Americanization and of education of immigrants. He has delivered highly successful courses of lectures on Americanization in the Boston University courses for teachers, and in the summer schools of Hyannis Normal, Johns Hopkins and Harvard. He brings to the work of assistant superintendent the results of intimate contact with elementary school problems, and exceptional equipment in the field of Americanization. It is too early to characterize his new work further than to say that he gives promise of a successful career.

Foundation of Americanism

The destiny, the greatness of America lies around the hearthstone. If thrift and industry are taught there, and the example of self-sacrifice oft appears; if honor abide there, and high ideals; if there the building of fortune be subordinate to the building of character, America will live in security, rejoicing in an abundant prosperity and good government at home, and in peace, respect and confidence abroad. If these be absent there is no power that can supply these blessings. Look well, then, to the hearthstone. Therein lies all hope for America.—Calvin Coolidge.

Parents Plus the School

By OLIVE M. JONES

[Address New York City Conference of Charities and Correction.]

What practical points are implied in that plus?

First. Parent and school must know each other. Scores of parents do not know the name of their child's teacher. Scores do not know what the grade symbols mean. Hundreds do not know what a child should know of arithmetic or reading in a given grade. It is not an uncommon thing in my experience for a parent to sign a monthly report card for several years and not discover that the child had changed his school. Hundreds of parents do not know more of the school their children attend than just the street it is on. Recently I had a parents' meeting in one of my schools. It cost me $10 in stamps to send out notices, three sets, and if we had not our own printing press $20 more for printing. Ninety parents came out of a possible 400, and I know I was to be congratulated on 90 as a high percentage of attendance.

Such parents do not know the school and theirs is not a plus sign nor even a multiplication sign.

Second. The teacher must know the parents. (1) Outside of the big cities, the teacher is an honored guest; parties are made in her honor, and she permits no difference in social rank to keep her away. (Clara Nynes, Passover feast, Italian wine and cakes.) (2) The best teachers here visit the homes of their pupils, as friends, not as inquisitors or complainants.

Just as you can't mix oil and water, so will every effort for the development of boys and girls by parents plus the school fail unless they meet first on a common ground of acquaintance.

Third. Parent and teacher must work together for the accomplishment of that which is the child's chief business in life during his school days,—that he shall acquire accurate knowledge of certain fundamentals of study which the common judgment of business and education have decided upon and which are essential to his being an intelligent voter and a respected citizen in a democracy.

The teacher can teach but she cannot fix that knowledge permanently in a child's mind if for ten out of his waking hours he is to receive not only no check up from any other source, but is deliberately encouraged to forget the subject matter of his six hours in school. No worse fallacy ever rose to undermine the relation of parent and school than the condemnation of home work for school children. Reasonable hours for play, yes. Reasonable attention to home duties, yes. But always the enforcement at home by parents of the lessons taught in school. And never, except in dire necessity, and then only for limited periods, the use of a child's after school hours for profit to the family purse. I wish I had time to enlarge upon this point in its relation to a child's vocational, as well as moral, future career, but I am talking now of the parent plus the school. So I want to emphasize that the parent and the school are not working plus unless the parent requires the child to devote some of his leisure time to a review of his studies and to preparation for new studies.

Fourth. Parent and teacher must establish a plus relationship in regard to a child's physical needs. On this point I might indeed fill volumes and much would I give if social workers and clinics would learn to work in addition to the teacher and not in division and in destruction of the efforts of the school.

How can we blame a teacher for neglecting a child's eyesight or hearing needs when we know that attention to them will mean days of lost lessons, fruitless wasting of hours upon hours while seated on a clinic bench, resultant truancy, and no assistance from parents, while at the same time the teacher is required to bring that child up to a certain standard in his studies at the cost of other children or else for the sake of the greater number, let him drift and drop back to her own condemnation by superior officers and by parents?

It is wrong for a teacher to neglect a child's need of physical care, but it is equally wrong for dispensaries and social workers to make it impossible for medical care to be obtained except at the cost of a child's school work and in complete neglect of his mental and educational needs. Excuse a child to go to a clinic at nine, where he sits until eleven—maybe, that is, if he doesn't run away or isn't put out by the doctor for disorder and noise? When and where does he get his spelling, arithmetic, reading, missed during those precious hours? And how about the habits of idleness of hand and mind thus encouraged?

But it is the parent plus the school that is my subject. Even on this point of the physical care, however, the parent has a duty, the omission of which means he is substituting a minus sign for the plus one. There is a need for many parents to meet with teachers and learn how to handle this matter of a child's physical needs so as to preserve the child's educational opportunities and his best character development. Parents err in two directions—first, by talking in front of children about their physical condition until the child becomes a weakling or interprets it as an excuse for the indulgence of any whim or bad conduct; and, second, by refusing to believe that a child needs care because there is no obvious physical sign.

So here we have an unsolved problem, the physical need of a child in relation to his educational need. It's the parent plus the school.

Fifth, is the greatest of all issues, the parent plus the school in the training of character. We have had years of propaganda that the business of the school was the training of the mind, the mental equipment only, and strenuous efforts to prove that the public school could not and did not train character. Thank God that so few of our teachers were corrupted or obstructed by this particular form of propaganda against American ideals of democracy. But the time has come when the American public must be taught to understand this issue, and when parents must work, plus the school, in enforcement of and in submission to those high ideals and fine traits of character which are established by the habits and rules and discipline of the school.

(Each rule an aim, habit trained. Speaking the truth. Respect for authority.—Forney).

In short, the parent plus the school can meet most of a child's needs, physically, mentally, morally, and the time may come when we can meet even the spiritual needs without danger of interference with creed.

But this plus question has not ended when the parent has established a plus relationship between himself and the school his own child attends. It goes much deeper and extends into other fields.

The school can after all be interpreted only in terms of the teacher. This is the fact that the American public and the American parent forget. Of what value is an extensive school building program unless accompanied by an equally extensive program for securing the best teachers? Bricks and mortar, walls, seats and blackboards, do not teach. Building schools and furnishing them may provide employment for labor, and the seats may hold the children and save parents from their noise and questions during school hours, but children are not thus advanced in knowledge or promoted from grade to grade or fitted to be voters on whom the destinies of this country may depend.

A much more vital question is the teacher—her preparation, the completeness of her own knowledge of what she teaches, the standards by which she was employed. These are questions concerning which both parents and the general public should be informed and on which their voice should be heard.

A discouraged, overworked teacher, with no outlet for ambition and with the example of incompetence and selfishness set by seeing high rank given to persons lacking in high professional and educational ideals, may mean loss to every child that teacher teaches, but it ensures the withdrawal from teaching of men and women of high attainments who should be the leaders of children into those heights of spiritual and civic progress for which we strive.

Honor thy father and thy mother. Thus are we commanded. But maturity brings to us a knowledge of how far that honor has been sought and earned by parents. Not the mere accident of birth and the unsought bestowal of life can command that honor, but parental responsibility met and parental duty well performed command undying love and respect. The teacher is the nearest and best helper the parent can find when they both work with the idea of the parent plus the school.

Teachers' Vacations

Emphasizing the attractiveness of the teacher's job on account of the long vacations is the favorite diversion of officials seeking justification of low salaries. In view of this widespread tendency, often manifested by persons who might be expected to have a wider vision and more capacity for clear thinking, we are glad to reprint the following discussion of vacations from the English point of view, in a late number of the Manchester Guardian, England:—

"There is no doubt that a considerable number of the best teachers in secondary schools are attracted to the profession, in part, because of the long holidays. Most secondary teachers are specialists, and many desire to pursue the study of their subject, not only in a general way but along some special line of research, and the long vacations give them opportunities to do so. The number of publications by teachers showing original research would be much diminished if there were no long holidays.

"The opportunities for teachers to travel, the chance to attend vacation courses either in post-graduate studies or in the pedagogy of their subject, the desire to attend the many educational conferences which are such a sure symptom of educational vitality—these and other reasons should be carefully considered by the public. Any considerable curtailment of school holidays, one feels sure, would affect considerably the number of entries into the profession of the most valuable type of teacher.

"Again, one of the recent developments in our secondary schools is the organization of school camps, walking tours at home and on the Continent, systematic journeys through selected districts for scientific studies or for amplifying the school work in art or history.

"Indeed, it would be correct to say that school holidays are very largely becoming opportunities for these phases of education, the value of which is being more and more appreciated."

The Child's New America

By IDA L. GREGORY

Juvenile Court, Denver

New progressive ideas must be the slogan of today. America must be new all along the line of education, legislation and reconstruction, not only of life, but the family home.

Our experience with the Child Labor Amendment should teach us that we cannot bring about reform by legislation. Education is the only channel through which we shall ever be able to win the great battle for our children; the unfortunate child; the child compelled to give his youth and strength and life in order to build up industries and pour money into the coffers of capital. When we stop to consider the vast number of children who will pass this way but once and should make the world better for having lived, deprived of the opportunity to grow and develop into normal, healthy men and women, and who are unable, because of economic conditions and ignorance on the part of parents and indifference on the part of those who should most concern themselves in the welfare of the helpless, we are convinced that the burden and responsibility rests on the educators of this country to begin again, to begin and carry on the work of reconstruction and do it now while we are beginning the "New America," the old methods must be discarded and a new plan outlined. The right of parents must be conserved but parents must awaken to their own responsibility, if they can ever hope for better conditions. Their economic problems are serious and we must never forget our solemn obligations to the helpless and unfortunate, and we must remember, when we rent our child to the mill and factory during his formative period, we are depriving him of his birthright; his opportunity for an education; his opportunity to develop into strong and healthy manhood; his opportunity to resist temptation; his opportunity to develop his earning capacity, and furthermore we must remember that cheap child labor is cheap adult labor. therefore the standard must be raised and raised by education, and not by legislation.

When parents realize that the responsibility is theirs and realize it through education, we shall then have higher standards of living. School legislation will be the means of bringing about better results through the fixing of the age for granting permits; fixing the age for labor in gainful occupation, namely dangerous and unhealthy occupations, unemployed boys and girls from sixteen to eighteen years of age, not in school, would become a menace to society. Where economic conditions balance with the educational advantages and facilities, and where a child willingly continues in his school work, then we have the happy medium and the educational advantages absolutely necessary to insure a solid foundation and desirable background for the child, but in my experience I have found hundreds of boys who were unwilling to attend school and no persuasion could induce them to continue and finish their education or finish their eighth grade, even, then it becomes necessary to seek employment for those boys in order to make them useful citizens. I do not believe that we can generalize along any line of child labor legislation and make hard and fast rules controlling the destiny of any child. Some children are further advanced at fourteen years of age than others at eighteen, and no child should be permitted to work in a factory or store, or any gainful occupation under fourteen years of age. However, there are many kinds of employment beneficial to the child. After-school periods, Saturdays and vacation time, he should not then be restrained from labor.

When we realize that fully seventy-five per cent. of our criminals are between the ages of sixteen and twenty-four years old, we shall awaken to the fact that the great problem confronting us today is the education of the masses.

We should not pause long enough to even discuss the nationalization of children. The American home is the bulwark of the nation, the Rock of Ages, the tie that binds us together, and only by the strengthening and perfecting the home ties shall we be able to overcome and minimize the child labor problem.

A poor home is not necessarily a vicious home. Many homes of wealth are more destructive than homes of poverty, but even this we cannot consider in this important question of child labor. The thoughts in the minds of the welfare workers and those who have given practically their lives to this great activity, have been misunderstood, their motives condemned and questioned by those who have not clearly understood the situation. I am sure it has not been the desire of any welfare worker, nor any ardent supporter of the child labor amendment to compel parents to place or not place their children in gainful or ungainful occupations; on the contrary the idea has been to better the condition of the children. The labor may have been a labor of love or it may have been a labor for a salary or for gain. That we cannot question. The only thought to be considered now, and the only plan before us today, is a crusade for

better education; better home conditions; better understanding of child life, and broader conception of the governmental functions of a state, wisely administrated by those in power, with the co-operation of the parents, educators, and welfare workers. Then, and only then, shall we be able to emancipate our children from the slavery of the mill, the factory and the mine; then, and only then, shall we be able to bring about a happier condition for the millions of children now bound hand and foot, and unable to move, grow or develop; then, and only then, shall we realize our dreams of "New America" and what real American life means, when we know and realize the fact that all children have that to which they are entitled, childhood, freedom, health and education.

Profession of Supervision

[From "Minnesota Chats," published weekly by the State University.]

American society has gradually but persistently increased the importance of the official known as the superintendent of schools until we have come to behold an unusual phenomenon, the birth of a new profession. This is the statement of Dr. M. E. Haggerty, dean of the College of Education at the University of Minnesota, from whose pen comes a recent bulletin on "Training the Superintendent of Schools."

"The prevailing educational situation exalts in importance the position of superintendent of schools, stabilizes its economic and social status, requires superior personality and extended training on the part of its incumbents, and encourages a growing number of highly selected young men to seek the training necessary to qualify them for efficient service in the job," says the dean. "These things may be said for the position of school executive to a degree that they can not be said of teaching in the elementary school or the high school. The only other educational position comparable to it in these respects is college and university teaching.

"This state of affairs university colleges of education are called upon to recognize, because in less than a century American democracy has created a new profession, whose place of dignity and service in society has run far ahead of the university's provision for professional training of school executives."

Dean Haggerty then states the university problem of preparing young men for this new and increasingly important profession.

"The university is called upon to provide a program of professional training that will enable young men of ability to learn how to manage, with the co-operation of a corps of trained teachers, a system of public schools, and to instruct, train, and educate the children of the community. This professional training must enable the student to short-circuit the long period of apprenticeship common in the past, and it must give him in a few years the information and skills which the present generation of superintendents has learned through long and trying years of experience. It must provide him with the general and special knowledge necessary to his future work, and it must give him the practical training necessary to start him on the way to become an efficient superintendent of schools."

Training in finance, that the superintendent may comprehend and grapple successfully with taxation, budgets, and school money matters; in health education, that he may understand and direct the body-building function of the school system; in instruction, that he may see to it that children are taught properly, taught the right things, and that his teachers are properly trained—these, together with a comprehension of administrative technique, are demanded of the superintendent of schools nowadays before he can be called efficient.

Pointing out that 46 per cent. of Minnesota tax moneys paid in 1923 went for education, by far the greater part of it for local educational effort directed by school boards and their superintendents, Dean Haggerty reaches the following conclusion: "That the responsible agents for the expenditure of these large sums of money, the superintendents, are entitled to a training in the fundamentals of business and financial administration sufficient to guarantee an efficient handling of these ever-growing public funds, and that the academic college degree is no assurance that the holder is adequately equipped for this task."

Of health education in the schools and the need that a superintendent understand this important factor, Dean Haggerty writes: "There is fortunately an increasing tendency to make the public school the community's agent for the promotion of health in children and of physical education. The factors entering into a health education program are varied and difficult to control. They range from the sanitation of the school plant to the problems of personal hygiene of individual children. They include folk-dancing and the control of contagious diseases, interscholastic athletics and dental hygiene, orthopedic gymnastics and the balanced diet. The importance of this program is gaining recognition throughout the land. It is still formative, and in large measure chaotic, but its place in the future of public education will be greater rather than less. Its significance is such that educators can not in justice ignore it or treat it indifferently."

Following glances at these and other problems the superintendent of schools must face,

the writer presents his solution of the problem of training men to do effective work as superintendents. It is his belief that the course should be five years in length and that it should leave cultural and general training to the first two college years, concentrating the attention of the student on professional subjects during three years beginning with the third college year. There should also be a period of "internship" for practical experience.

"The training of the school superintendent should have a professional rather than an academic emphasis," he continues. "Academic training aims to provide the learner with a body of knowledge logically consistent in itself; professional training is designed to fit men for service in a field where knowledge is put to the test of practical usefulness. The end of the professional student's training is not the possession of a body of knowledge; the aim is that he shall be fitted to perform efficiently the duties of a particular kind of position. During the years of professional training he may ignore every kind of subject except that which will make him a better workman. The object of this training is not to make a cultivated man; the purpose is to prepare a competent and expert servant of society. Only that study and training is professional which contributes to this outcome."

The Angelo Patri Banquets

One of the delightful demonstrations of the sane educational tendency of the times is the reception given the daily paper syndicate suggestions of Angelo Patri regarding the responsibility of the home, the school, and the community for the social, civic, and educational improvement of all children.

One phase of this appreciation is "The Angelo Patri Banquet," which Parent-Teacher Associations are sponsoring. One of the prime movers in this, if indeed she is not the creator thereof, is Alice Sumner Varney of North Dighton, Massachusetts. It is not only unique but it is the most brilliant affair that has given such widespread recognition of educational service.

It is a seven-course banquet, and each course serves appropriate selections from the syndicate articles of Mr. Patri.

The first course consists of the pleasantries in Mr. Patri's style. The spice is easily provided. The substantial course presents the notable and noble philosophy of Mr. Patri. The sweets are delicious; sentiment is so abundant in his writings. The dessert is having a game of rivalry to see how many words each can make out of Angelo Patri. There are more than 225 words possible, and there is great fun in this course.

At the beginning and at the close they sing "Onward, Angelo Patri."

ONWARD, ANGELO PATRI.

Onward, Angelo Patri,
Writing, ever on;
All your aids for mothers
Helpful,—every one.
We will honor always,
What you strive to do,
And your helps for children
Gladly we will view.

Refrain.

Onward, Angelo Patri,
Ever, day by day,
Send to us your message,
Guide us on our way.

Like a mighty army
Parents, loyal we,
Working with a purpose
We will try to be.
Angelo Patri, Leader,
Aid us in our task,
Help us to be faithful,
This is what we ask.—Refrain.

Mrs. Alice Sumner Varney is devoting much time to arranging these Angelo Patri Banquets for Parent-Teacher Associations.

The Radio on the Farm

By DR. HENRY S. CURTIS

Director of Hygiene and Physical Education of Missouri

The great hardship to many people living in the country is the isolation of the farm home and its lack of opportunity for social intercourse and visiting. The natural cure is radio, which puts everyone in touch with the world at every minute.

The radio brings the markets and the advice and experience of the agricultural college and the farm bureau to the farmer, and to his wife the home demonstration agent and the passing show.

The farm-wife may be alone in the house every day for weeks at a time. Her work is monotonous and must be done over again with each new day. It has little to stimulate the intellect or the imagination, but now she can turn on the radio as she sweeps the floor, peels the potatoes or washes the dishes and hear the best music or a lecture on almost any subject in which she may be interested.

Most of the social advance of the last half

century has been in recreation and education, outside the home. The radio is at the same time a force which draws the family together, keeps the children at home and gives to the country all the advantages of the city. It is the cure of isolation.

The Approach

ARTHUR DAINLEY-NEELES
Cleveland, Ohio

How do you start your day? Wouldn't it be fine if we could always live up to our best? We awake in the morning with a little start, but after a grateful stretch our body seems refreshed—the world looks beautiful to us. But before we know it, clouds have appeared, and the day is spoiled. What has caused it? It is our approach.

George Matthew Adams says: "The trouble with so many folks is that they are either jostled, shoved, or just dropped into their day." And of course the day gives them a jolt.

One of the best teachers I have ever known always approached her day gently. She arose sufficiently early in the morning to avoid all hurry. She ate a good breakfast. Her toilet was prepared with care. And then to insure complete calmness of mind, she walked to school. There's something distinctly refreshing in a morning walk. When she entered her classroom, not only was there a smile on her face, but there was a song in her heart as well. I have known young people to walk far out of their way to catch the encouragement of her cheery "Good morning." Rarely, if ever, did she lose her wonderful poise. Her approach to each day was so well planned that no cloud could disturb the sunlight of her sky. The supervisor's calls never worried her; parents loved to visit her classes; even an unexpected clerical report to the principal was approached with the same tranquillity of mind. She positively refused to flop and flutter. Of course, this ability was due wholly to the serene manner in which she started her day.

In no line of work is the approach to one's day more important than in teaching. It is a proper approach to one's day which gives us poise. One hears much about poise in athletics. Some years ago, Cleveland had a young baseball pitcher whose natural ability was supreme. His burning speed and fast-breaking curves were the sensation of the American League. But his fame was short-lived. His approach to the batter was wrong, he lacked poise. He soon drifted to the Minors. Many another pitcher has faced batters day after day with nothing but "his glove and a prayer." Yet he went on winning games. It was a well-known fact that he had little speed, and only a dinky, insignificant little curve. How did he do it? Simply poise. He studied the batters beforehand—his approach was perfect. If a teacher hasn't poise her influence is dwarfed. Few children naturally care to study and learn. It takes infinite patience and persistent, well-directed effort to "light the fires of understanding," and "kindle the desire to know." And, unless the day is approached serenely, and well-planned, clouds will soon obscure the beautiful sun which warmed our soul at waking.

Not only should each lesson be well planned beforehand, but the teacher should be so full of the lesson that she can approach her class with an atmosphere that is cheerful and convincing. Such preparation will insure a good recitation, and, in addition, will develop in the children faith in their teacher. Angelo Patri reminds us that unless the children have faith in their school and faith in their teachers they will have none with which to face the world outside of school. The salesman who makes the proper approach has more than half won his order. Likewise, the teacher who is completely ready for her day has met and won her battles beforehand.

If you are jostled, or shoved, or just dropped into your day, no wonder that your soul is full of bitterness when the last class has gone. Undoubtedly you have failed.

'TIS THIS TO TEACH

By A. F. Harman

To take a child in gentle hands
And lead him into mystic lands,
Where veils no longer shroud the past
And each new hope o'erglows the last—
'Tis this to teach.

To light new fires where old have burned,
With brave, good hearts, as roads are turned,
To find new stars where darkness sways,
Whose light one day shall mark the ways—
'Tis this to teach.

To fill the child world brim with joy,
To charm and hold some errant boy
With stern ambition, or some song
Of right triumphant over wrong—
'Tis this to teach.

To move dread mountains dark with fear,
By faith of young hearts drawing near
The paths the fathers long have trod,
The narrow paths that lead to God—
'Tis this to teach.

—Exchange

Who's Who and What They Do

C. F. DIENST, superintendent of Boise, who has been re-elected unanimously and most heartily, is one of the recognized progressive educational thinkers and administrators among the young men of the country. As the Evening Capital News of Boise said recently: "He has taken the public schools into the home, into the business, and into the professional office." He was eminently successful as principal of the high school of Boise, in which capacity he demonstrated rare skill in interpreting the school as a service to the young people and the community rather than a subject-method machine. He has carried the same spirit into the grades through the entire teaching force.

PARKE R. KOLBE, who has resigned the presidency of Akron University after twelve years of service to accept the presidency of Brooklyn, N.Y., Polytechnic Institute, is not only an educational leader of rare personality and high professional efficiency, but his experience is unparalleled. The Akron Municipal University succeeded Buchtel College, which was established in 1872, and Dr. Kolbe's father was professor of Romance languages from 1872 to 1901, when he was succeeded by his son, Dr. Parke R. Kolbe, who retained the chair when he become president in 1913. President Kolbe's education was broad and intense, and he has seen the enrollment come from 200 to 2,022.

CHARLES BANKS goes from the superintendency of Kirksville, Missouri, to the superintendency of University City, St. Louis County, Missouri, at a salary of $5,400. Mr. Banks has attracted professional attention while at the head of the Kirksville schools. University City is one of the highly attractive superintendencies in the state.

CATHERINE R. WATKINS, director of kindergartens of Washington, D.C., for twenty-six years, from the introduction of the kindergartens into the elementary school system of the city, has received distinguished honors at the hands of the teachers of the city. At the banquet were many distinguished kindergarten leaders, among whom were Netta Farris, Nina Vandewalker, Mae Murray, and Mabel Osgood. The crowning honor of the evening was the presentation of a diamond ring, the gift of the teachers. Miss Watkins is one of the leaders in the kindergarten service of the country.

JOSEPH LEE of Boston, president of the Playground and Recreation Association of America through the years of its great success, has seen it grow to include 8,000 cities and towns. Mr. Lee is one of Boston's leading citizens, having served several years as member of the city board of education, much of the time as chairman of the board. He is always interested in all noble public work. He has been the chief financial backer-up of the Playground and Recreation Association of America. Dr. John H. Finley of New York is first vice-president. No one could have two abler men as supporters than James E. West, the director, has.

CLYDE M. HILL, president of the Missouri State Teachers College at Springfield, enjoys the high appreciation of the Board of Regents that has unanimously re-elected him for a term of three years, of the faculty and community and of the educators of the state. Dr. Hill has been president since 1918, and these have been years of professional enlargement. Springfield is a recognized centre of education for Southwest Missouri, as it early developed devotion to education through collegiate as well as professional institutions, and Dr. Hill has demonstrated exceptional fitness for magnifying the leadership of the city. The much enlarged State Teachers' College Library is to be known as the William H. Lynch Memorial Library in recognition of the long and highly efficient service of Professor Lynch, who more than anyone else carried the gospel of education to the boys and girls of the Ozarks. In accepting Professor Lynch's professional library from his daughter, Florence, the Board passed appreciative resolutions upon the life and service of the late Professor Lynch.

J. E. TURNER, president of the State Normal School, Lewiston, Idaho, who succeeds the late O. M. Elliott, has been for some years superintendent of Payette, Idaho. He had the active support of most of the superintendents of the state in his candidacy. He was for some years in educational work in Illinois, being at one time on the faculty of James Millikin University, Decatur. He is a well-read man professionally and is regarded as a wise leader in educational affairs and eminently wholesome in his philosophy of education.

J. L. McBRIEN goes to the Central State Teachers College, Edmond, Oklahoma, for rural school promotion in every possible way in college courses and in field activities. President J. G. Mitchell has arranged a program for which no one is as well equipped as is Mr. McBrien. We have known no plan for rural school promotion quite so skilfully arranged as is this of the Central State Teachers College of Oklahoma. It enlists the ardent support of the State Department of Education and the various local interests.

Ten Points in Building a Teachers College

By JOSEPH ROSIER

President, State Teachers College, Fairmont, West Virginia

The value of my discussion will be in the outline of the administrative situations or problems that confront the presidents of the State Normal Schools or Teachers Colleges rather than in any close analysis of them. The points which I present come out of my own observation and experience and not through any information gathered from others, although my ten points concerning the development of a teacher-training institution are based upon what I think is the common experience of all who have been connected with the recent development of these institutions. I assume, therefore, that a discussion growing out of the actual experience of the head of one teacher-training college, while it may not have application to all such institutions, will bring suggestions to those whose experiences have not been the same.

I put down as point number one the establishment and development of an educational policy. I am impressed that a study of the institutions known as Normal Schools will show a great variation in organization and scope of work. Twenty-five years ago most of these schools offered four years of work beyond the elementary school and they included in their curricula not only courses for the preparation of teachers for the elementary schools but they even had commercial departments and courses in preparation for college. There was a feeling in many states that any sort of educational work which did not fit in with other institutions might be incorporated into the Normal Schools. In our part of the country at least the heads of these institutions, through public pressure and the necessity of securing student registrations that would command legislative appropriations, were forced to admit many things into the curricula which they knew had no bearing upon the matter of teacher preparation. At the time I took charge of a State Normal School the movement in our state to provide a six-year course of training for teachers beyond the elementary school was well under way, so that in the development of an educational policy I went through the final process of establishing the two-year course of training beyond the four-year high school. Soon after this policy was adopted by our state there came a demand that secondary work should be eliminated from the State Normal Schools and that graduation from a four-year high school should be required for admission to the teacher-training courses. We spent several years in this evolutionary process with the final establishment of this educational policy for our State Normal Schools. This movement was soon followed with a public demand for increasing the course first to three years and then to four years beyond the four-year high school course. This development was finally brought about and the institution over which I preside was authorized to require high school graduation for admission with power to offer a two-year diploma course for elementary teachers and a four-year college course leading to the degree of A. B. in education. So far we have been able to maintain our institution upon a strictly teacher-training basis. Two other institutions formerly ranking as State Normal Schools in our state have been authorized to offer that same degree in preparation for teaching, but they have also been empowered to create colleges of arts and sciences which lead to the regular A. B. degree. Our own institution has recently been under pressure to make the same expansion. For the present, however, we are holding to the policy of curricula which lead only to the preparation of teachers. We have not only the problem of establishing our institution upon a strictly teacher-training foundation but also the many matters dealing with the policy of the institution in the differentiation of the courses of study and in the scope of the different types of teachers which will be trained in the institution. There is a feeling in our state that some of our teacher-training institutions might offer certain courses in preparation of special teachers while other institutions could differentiate in providing other special courses. It would not be possible for me of course to go into any detailed discussion of all of the different phases of the teachers' college in the educational policies which shall be pursued. For the purpose of this discussion it is probably sufficient for me to say that one of of the different phases of the teachers' college is that of working out an educational policy which will be within the resources of the institution, and which will best serve the needs of its constituency.

I put down as my second point the securing of a constituency for the institution. An institution's strength and influence is determined by the interest and the loyalty of its constituency. I take it, therefore, that one of the most important factors in building up a teachers' college is found in the efficiency of the methods which are used to extend its influence and power among the people to whom it must look for patronage and support. My point here might be made more clear by saying that I have in mind what the manager of a business institution calls good-will, which is considered a distinct resource or asset. An educational institution must build first of all through its students and then through their parents and the citizens in general of its territory. In a teachers' college, as in any other agency rendering public service, the strongest support is the satisfied patron. The young man or woman who has been prepared for suc-

cessful work and who goes out into public service and secures favorable recognition will be a loyal friend of the institution. His parents, who in most instances have made sacrifices to give him this educational preparation, will feel repaid and will become loyal supporters of the school even though they may never have seen the campus. The board of education and the parents of a community in which a graduate of the school has given inspiring instruction to a group of children will also form a strong and helpful part of this desired constituency. There are also the local factors found in the Chamber of Commerce and Business Men's Association which have an interest in the institution for business reasons. Those who furnish food stuffs for the dormitories, householders who supplement their incomes by renting rooms to students, real estate agents who sell houses and lots to members of the faculty, street car and railroad companies whose incomes are supplemented by the transportation of teachers and students, merchants who find their sales increased by the presence of teachers and students in the town or city all become loyal if not altogether disinterested supporters of the institution. Under this head I put it down as fundamental that a teachers' college should be built upon the principle of the greatest public service to the greatest number of people. Surely no tax-supported institution has the opportunity to build up a broader and more loyal constituency than the one which trains the men and women to teach the hundreds and thousands of boys and girls in the communities of its territory, to become the counselors and advisers of parents about the education and training of their children, and to come in contact with the people through all sorts of community activities. In my own experience, therefore, I consider the development of a loyal constituency one of the greatest factors in the building of a teachers' college.

The third point which I note is that of financial support. I suspect that in the matter of time and effort most of us who have the responsibility of building up these institutions are employed more largely in the matter of finance than in any other one thing. I have intentionally selected the first and second points as introductory to the matter of finance. Securing adequate financial support for our teachers' colleges is mostly a matter of convincing the patronizing public that our service is of such value that the appropriation of money for the support of our institutions is necessary and desirable. While the teachers' college has enjoyed more favorable consideration from the state legislatures in recent years the fact remains that the State Universities and Agricultural Colleges are more liberally supported than are our institutions. I have not gone into any wide investigation of the methods of financing teachers' colleges. Such a discussion would not be within the scope of this paper. I am under the impression that practically all of us at stated periods go before state budget commissions or finance committees of state legislatures and present our causes. Sometimes we receive consideration from such agencies on the basis of our needs and of the service which we render. At other times considerations quite foreign to the growth and development of the institutions enter into the making up of the budgets for their support.

In my state where we have a central board of control for all institutions much emphasis is placed upon per capita cost. If a fair estimate of per capita cost could be devised it would probably be the most equitable basis on which to plan our budgets. We have found, however, through our experience that it is difficult to secure a uniform per capita cost that will be fair to all institutions. During the past year the net per capita cost for instruction and operation of the State Normal Schools in our state varies from $223.00 in one to $415.00 in another. I would not say that the money which the state expended in the institution with the higher cost per student was extravagantly spent, nor that it was in excess of the needs of that particular institution. Nor could it be claimed that the one whose per capita cost was so much lower was as inadequately supported as the difference would make it appear. It is conceivably true in the teachers' college field, that an institution with a comparatively small enrollment and a large per capita cost might be sending more teachers into active service in the schoolroom than another with a much larger enrollment and a much lower per capita cost.

The tendency in my state and adjoining states is toward a material increase of appropriations for the support of the State Normal Schools and Teachers' Colleges. I think success in the financing of these institutions depends upon getting the public to realize the tremendous importance of a more efficient and better prepared teaching force in the public schools. The preparation of teachers requires more adequate buildings, libraries, laboratories, greater facilities for observation and practice teaching, and a more highly trained and better paid staff of instructors. I can only say upon this point in conclusion that the head of a teachers' college who can exert the most influence with budget commissions and finance committees and who can secure the most liberal financial support for his institution is the one who will lead in the advancement and the building up of his institution.

As point number four I have put down the development of the faculty. Most of the presidents of teachers' colleges or normal schools who started in this work ten years or more ago and who have gone through the expansion of the educational policies of these institutions, found themselves at the beginning of this development in charge of faculties that

were able to render very satisfactory service when the institutions were on a secondary or lower collegiate level, but who were not prepared to advance into the broader fields of instruction that opened up before them in the expansion of the old Normal School into the modern Teachers' College. It would not have been wise nor desirable that men and women who had been on the faculties of these institutions for many years and who had rendered most worthy service should be removed, so it came about that one of the most important duties of the head of the growing teacher-training institution was found in the stimulation of his faculty for growth into the larger field. In the early stages of the development of my own institution the members of the faculty were reminded of the developments which were likely to take place as the years went on and of the greater responsibilities which would rest upon them. It has happened that in a period of eight years there has never been a year in which one or more members of the faculty of the institution have not been away at school preparing for the greater work they will be called upon to do. It so happens that during the current year four members of the faculty are attending higher institutions of learning so that they may be better prepared to give the instruction which the expansion of the institution requires. I am sorry to say we have been able to offer little more inducement to these earnest people than that of finer service. In all instances the members of the faculty have made this preparation on leaves of absence without salary and at their own expense, and when they have returned the increase in salaries has been only moderate. I have a feeling as far as my knowledge of teachers' college faculties extends, that the next great movement in the development of our institutions must be in a more liberal recognition of the faithful men and women who have through sacrifice and work prepared themselves for more efficient service on our staff of instruction. In the expansion of our old Normal Schools into Teachers' Colleges we should not lose sight of our obligation to the men and women of long years of service in the institutions through their formative years. Many of these men and women have reached that time in life when they cannot in a formal way measure up to modern scholastic standards, and yet because of their faithfulness and devotion are of great value to the institution. I put it down as one of the peculiar and important obligations of the president of the teachers' college that he shall be stimulating and sympathetic and appreciative in his treatment and support of the men and women through whose efforts the foundation for the modern teachers' college was laid.

The fifth point which I have noted is the selection of new members of the faculty. With the growth of the Normal School into a Teachers' College and the increase in enrollment and expansion of curricula, comes the need for many additions to the faculty. I know of no other one thing that will have such an important bearing upon the building of a teachers' college as the selection of new men and women for the faculty. I find in my own experience that an instructor in a teacher-training institution should have a certain sort of personality and a special preparation for this type of work. It has been said that a new member of the teachers' college faculty should have the pedagogical attitude. I should like for him to have more than that. I should like for him to have a fine teaching personality, a fine command of teaching skills, a breadth of knowledge and a richness of life experience so that when he appears in the classroom young men and women will be awakened and inspired with visions of service. It goes without saying that all instructors in a teachers' college ought to exemplify in their classroom methods, in the handling of their subject matter and in their contacts with students the finest qualities of teaching. I need not tell men who have the responsibility of selecting new men and women for their teachers' college staffs that the sort of people we ought to have for these positions are not plentiful. One of the greatest educational needs today is for a group of specially prepared men and women who can go into these teachers' colleges and render the service that the situation requires. It is a gratifying fact that we do have a few higher institutions for the training of teachers in this country who are realizing this need and who are rendering invaluable service to those of us who have the responsibility of selecting faculties for these institutions. I should like the new members of the faculty to have youthful enthusiasm whether they be old or young in years, a background of some real experience in teaching boys and girls, a professionalized understanding of academic subject matter, and a broad grasp of the meaning and significance of the whole problem of education. I think I do not overemphasize its importance when I put down as one of my ten points the proper selection of new members of the faculty in the teachers' college.

For the sixth point I put down the development of a teachers' college atmosphere. When students enter a teacher-training institution they very soon discover that they are entering a place where thoughts about teaching occupy a prominent place. On registration day when class assignments are being made and courses of study are being selected, much will be said about the requirements for the different courses leading to certification. Class officers in all conferences with students will emphasize those subjects which are prescribed for the completion of teacher-training courses. In the Registrar's office and before the committee on credits there will be much discussion of advanced credits, and the requirements of the institution into which the student is just entering compared with those of other institutions

which he has previously attended. There will be questions that will lead to investigation of the local requirements not only in the state where the teachers' college is located, but in many other states where the prospective graduate may hope to teach. In the classroom where courses in educational subjects are presented all of the students will be led to consideration of the problems involved in the whole field of teaching. In those classrooms where academic subjects are presented, instructors will be constantly reminding students of the best organization of subject matter, and of the most skillful methods in teaching. In the training school as an observer and novitiate in teaching the student will come into most vital contact with all the different teaching processes. In fact there is probably no exercise in a teacher-training institution which awakens so deeply the teaching spirit as that of personal observation and participation in the work of teaching. There will be much talk in public assemblies about the preparation for teaching, and the responsibilities that rest upon the teacher. There is wide stimulation of the teaching spirit among young men and women from association with the older students who have been teaching before entering school, and with those who are planning to graduate and whose thoughts are absorbed in the prospect of becoming teachers in the near future. Students in the teachers' college are also greatly inspired and interested in the work of teaching through their acquaintance with former schoolmates who have gone out from the institution into the teaching service. We have known many young women and men who have been awakened to a desire to teach because of the interesting experiences that have been recounted to them by former classmates who are occupying teaching positions. The members of all graduating classes are a constant source of stimulation in the teachers' college because of their enthusiasm and their prospects as they think of securing positions, and as they prepare their letters of application or go out to meet superintendents or members of school boards. These things all enter into the creation of what I call the teachers' college atmosphere. In this connection there arises the question as to the advisability of a teachers' college admitting students who are not planning on their entrance to prepare for teaching. In some instances no doubt their presence hinders the development of a proper atmosphere in the teacher-training institution. Not being in the school for the purpose of preparing to teach they are either antagonistic to the whole thought of teaching or at best are negative. In my own experience I am impressed that it probably would not be wise in the development of a teachers' college atmosphere to confine all admissions to those students who have declared their intention to prepare for teaching. If we can have a proper professional atmosphere in these institutions, it may well happen that some of those students who have come to us deeply impressed that they would like to teach will find out in time that they are not fitted for such work, and those who enter not thinking of teaching will find in the presence of the stimulation of the teachers' college spirit a call to service of which they had not previously thought. I think all persons who are entrusted with the responsibility of developing Normal Schools and Teachers Colleges will appreciate what I mean when I emphasize the development of a teachers' college atmosphere. The very air about such institutions ought to be charged with thoughts of teaching and of preparation to teach.

My seventh point is the organization of student activities. I have found in my experience as the head of a Normal School and Teachers' College that one of my most important duties is the supervision and direction of student activities. The teachers' college will have all of the modern student organizations, such as the Young Women's Christian Association, Young Men's Christian Association, the glee club, the dramatic club, the oratorical and debating society, the athletic association and the general student organization, a student council, and many other clubs having to do with the various group activities of students. I have not mentioned the problem of fraternities in the teachers' college because I have not yet had any serious dealings with the matter. I have been reminded the present year that it might become a problem in the near future. I suppose that in this matter as in all other student activities the president of the teachers' college must be guided by what is best for his students as a whole and for their individual training and development. It seems to me that a teachers' college is under particular obligation to encourage all forms of student organizations and activities. Most of the young men and women graduating from our institution will be called immediately to positions where their success will depend upon meeting the responsibilities thrust upon them in public service. Any kind of student activity which develops sense of individual responsibility is desirable in preparation for success in the educational field. It would not be possible for me to go into detail in the discussion of the various student organizations and activities in our teacher-training institutions, but I do emphasize this point as one of the most important.

The eighth point to which I call your attention is the direction and supervision of athletics. Many people are under the impression that athletic teams are a distinct necessity in every educational institution. So strong is this feeling that it does not seem wise for the teachers' college to put itself in opposition to all reasonable development of athletic activities. As a head of a Normal School which suffered a serious slump in the enrollment of male students during the period of the war

and the three or four years following, I have experienced all the difficulties which can come to the head of any institution in placing athletic teams into inter-collegiate contests. Coaches have been employed when we were not positive that we would have enough young men to form athletic teams, and promising athletes have been persuaded to enroll in our institution, and supreme efforts have been made at times to keep athletic teams in the field. Happily we have come through that period of stress, and find ourselves now in that state of development when we have more than enough men for one football squad appearing in the athletic field for practice. In fact the past season we had almost enough for four teams. We are making at attempt in our state at this time to organize an athletic conference in which will be included all of the State Normal Schools and Teachers Colleges and Collegiate Institutions, for the purpose of placing all of our athletic activities on a more self-respecting basis. I do not know what has been the experience of the heads of teacher-training institutions in other parts of the country, but I suspect in all of our Normal Schools and Teachers Colleges it has been a problem of frequent vexation. Too few young men are still entering our teachers' colleges in preparation for teaching, and it happens that the athletic teams are made up largely of young men in the locality where the institution is located who enter for the purpose of taking such collegiate work as will be accepted for credit in colleges and universities which they hope to attend later. We may get a few young men on these athletic teams who are thinking seriously of teaching, and who hope to combine high school teaching and coaching. This type of young man becomes the most promising and reliable type of a student in this sort of activity. The young men on the athletic teams in my institution have for some time been referred to by the sport writers in our territory as the "Fighting Teachers." While a few of them are preparing to teach, most of them do not have any such intentions, but I am pleased to note that none of them have resented or repudiated the title which has been conferred upon them as athletic representatives of our institution. I presume that no head of a teachers' college can give any prescription concerning the handling of athletic problems that will have any general application, but I am of the opinion that there is no one thing that will demand more fairness and sanity in the handling than that of athletics.

The ninth point which I note is the organization and direction of agencies of publicity. No institution can command the patronage and support which it ought to have in these modern times without systematic and wisely directed advertising. I do not have any definite theory of the best methods of giving publicity to the work of the teachers' college. In my own experience I have relied upon the college paper or bulletin, occasional illustrated booklets, the annual catalogue, form letters to prospective students, and school stories and notices of the institutional activities furnished to the newspapers in our territory. The proper direction of all of these agencies for publicity requires more attention than most of the teachers' colleges with which I am acquainted, have time to give to them. While I have a deep-seated feeling that all forms of publicity used for promoting our institutions have great value, I am not able to say just which form of advertising is most valuable or which secures the best results. A great deal of printed information about the work of the teachers' college ought to be distributed in the territory from which the institution expects to draw its students and in which it hopes to place its graduates in teaching positions. The development of modern institutions seems to depend very largely upon publicity and advertising. The president of a teachers' college who seeks the widest development of his institution must give a great deal of thought to effective plans of publicity. I am impressed that in most of our institutions we will find it necessary in the near future to organize within the teachers' college a department or bureau of publication which will supervise and direct all of the advertising and publicity material which bears the imprint of the institution and which will also direct the preparation of news material for the press. I find that most of the newspapers in the territory of our institution are more than willing to publish any material possessing any current interest that is furnished them. They are quite slow, except on unusual occasions, in reportorial service for covering events in the daily life of the college. The man with the advertising spirit says that it is the business of the teachers' college to sell itself to the people in its territory. I do not object to this statement. I do feel, however, in advertising the teachers' college and in securing desirable publicity for all its activities, we should have in mind something higher than the mere selling of a material article. In its publicity the teachers' college will not only seek to make an impression upon prospective students, but it will aim to promote the cause of education and to raise the standards of general intelligence and to inspire not only those who are its patrons but also those who may be patrons of any educational institution. The obligation rests upon the teachers' college therefore not only to sell the particular kind of educational training which it has to offer, but to sell to all of the people the idea of public education. In addition to the various forms of printed publicity the teachers' college may also bring the attention of the public to its opportunities through field work by the president of the institution and members of the faculty. The president may advertise his institution in his appearance before luncheon clubs, educational meetings of various sorts,

and at school commencements. The members of the faculty may make similar public appearances and may become identified with local organizations and societies where the work of the college will be brought to public attention on account of the special service which they are able to render. I think all those who have given thought to the building of teachers' colleges will agree that sound and sensible methods of publicity are essential to success, and that it may well be included and emphasized as one of the important ten points.

The tenth and last point which I note is that of placing graduates in suitable positions. The teachers' college is primarily a school of vocational training. The great majority of those who enter it as students expect on the completion of the course to enter upon the work of teaching. No teachers' college that expects to grow and develop can neglect to have a committee or bureau whose special work shall be the placing of graduates. Probably the institution has no greater opportunity presented to it of rendering public service than is found in the co-operation of school superintendents and boards of education in providing teachers for vacancies that occur. I think that the work of the placement bureau or committee ought to take a wide range. It should not only deal with the problem of placing those who are graduating in the different courses at the end of the current year, but it should also include the promotion of those who have previously graduated, keeping always in view the best possible service to the schools that are to be served. The teachers' college has a peculiar and exacting duty to perform in this matter of recommending and placing teachers. I think that it will be pretty generally agreed that the first obligation of the teachers' college will be to the boys and girls in the schools, and not to the young graduate who is seeking a position. Our institutions would make a serious mistake to guarantee positions to any graduate. It ought to be clearly understood among all of those who are taking teacher-training courses that their ultimate recognition and success will depend upon their worthiness. Graduates of our teachers' colleges ought to understand that they cannot request or command the backing and support of the committee of placement unless their record in the institution and their capacity and willingness to render service justify such support. The fact remains therefore that the supreme test of the efficiency of a teachers' college will be found in the efficiency of the service which is rendered in teaching positions by its graduates. For this reason there is no more important point to be kept in mind in building up a teachers' college than that of the distribution and placing of teachers. Success in this phase of our work will bring satisfaction and pleasure to those who graduate, and to those who are served will come an appreciation of the value of the training which has been given. If boards of education and superintendents in the territory of the teachers' college can be brought to that state of mind where they will place entire confidence in the judgment and the recommendations of our committees, a condition has been created which will give a tremendous impetus to the growth and prestige of the teachers' college. I would say in conclusion, therefore, that the placing of our graduates in positions for which they are best fitted and in which they can render the most satisfactory service is one of the greatest factors in the building up of the teachers' college, an institution whose business it is to prepare teachers.

THE MOCKING-BIRD

By Annie Pike Greenwood

Hark in the orchard! Thus begins the play:
The raucous, scraping fiddle of the jay;
The nightingale has brought a silver flute;
The meadow-lark his melancholy lute;
The liquid speech of robin, and a note
Of lamentation from the mourning throat
Of some domestic dove. Who speaks so clear
Of, "Pretty! Pretty! Pretty! come thou here!"?
'Tis but an elfin whistle worded so
Some little, trembling, waiting heart may know.

Silence.— And then a wicked sound of glee—
Demoniac chuckling in the apple-tree.
Who is this mocker who has dared to flout
Such happy music with unhappy doubt?

A pair of wings, cream-tinted, swim the air;
The play is o'er, the orchard theatre bare:
Musician, singer, lover, these were one
With him who ended all in graceless fun.

Book Table

[No publisher or author dictates one line that goes on this page. Nothing is said here that the Editors of the Journal of Education do not believe to be true.]

LEARNING TO TYPEWRITE, WITH A DISCUSSION OF THE PSYCHOLOGY AND PEDAGOGY OF SKILL. By William F. Book, Ph.D., Indiana University. Cloth. 463 pages. New York, Chicago, San Francisco, Boston: The Gregg Publishing Company.

It is easy for a normal person to use a typewriter, but there are typewriters who plod along like an ox team and there are others who remind one of the racer who goes under the wire in less than two minutes. No one claims to be a typewriter who has not both science and art behind his skill.

The Gregg students are always reliable winners in both accuracy and speed, which is easily understood when one sees that the teaching is scientific, respects the soundest principles of mental achievement and the highest practice of the art of attainment of perfection.

We have followed the Gregg achievement for many years, always with devout admiration for the reliability of their results from every standpoint, and our admiration grows as we see the emphasis this book by Dr. Book places upon the distinction between the teaching of the instructor and the *learning* by the student. We are keenly impressed by this because of our insistence that "education is learning to learn."

The best way of obtaining the most economical and efficient method of directing learners in any subject or type of learning is first to determine what these learners must do to succeed in *this type of acquisition.* Then to determine the correct order of doing these necessary things as well as to determine the special difficulties that these learners normally encounter in doing these things. No teacher can assist his learners in avoiding or overcoming these difficulties or direct his learners most efficiently in doing what must be done to succeed in the type of learning which he directs without a knowledge of these facts. One fundamental type of human learning has been scientifically analyzed by Dr. Book and certain facts obtained which both teachers and learners need to make their efforts in this type of learning *economical and efficient.*

When we think of a person writing more than 147 words a minute for sixty minutes, which is 39,254 strokes on the machine, 567 carriage returns and 505 shifts for capital letters and paragraphs, with more than 40,000 opportunities for an error and only 20 errors, or one in 2,000 opportunities, in 360 seconds, "marvelous" is a tame word.

This can only be attained when one has learned to make it the natural thing in the world to do the right thing in the right way in the right place at the right time, and one cannot learn this without the mastery of both the science and the art of both accuracy and speed. The laws of learning are applicable to learning accuracy and speed in other achievements. This is why we admire Dr. Book's treatment of the "Psychology and Pedagogy of Skill."

LA ILUSTRE FREGONA and EL LICENCIADO VIDRIERA. By Miguel de Cervantes Saavedra. Edited, with introduction and notes, by F. A. Kirkpatrick, M. A., late scholar of Trinity College. Cloth. xxviii + 176 pages. New York: The Macmillan Company (agents for Cambridge University Press).

One of the penalties for producing a masterpiece is the overshadowing thereby of works of nearly equal merit. This is especially true of Cervantes, whose "Don Quixote" has so dazzled the world that his excellent minor works have been obscured; and in a larger sense, it is true of Cervantes himself as compared with other great Spanish writers—the almost unparalleled success of the author of "Don Quixote" has led the superficial observer to overlook such men as Lope de Vega, Tirso de Molina and Calderón, who also flourished in the 16th and 17th centuries, not to mention a host of others before and since that period.

The two tales included in this desirable text for students of Spanish belong to the collection called "Novelas ejemplares," or "Exemplary Tales," which critics generally agree would have sufficed to make Cervantes immortal even if his "Don Quixote" had never been written. Early translated into French and English, the "Exemplary Tales" proved to be a "golden treasury" of plots for dramatists of those two countries as well as of Spain. Beaumont and Fletcher particularly drew upon the collection, as they drew upon "Don Quixote" for "The Knight of the Burning Pestle." Indeed, one of the two tales that Mr. Kirkpatrick has so ably edited (La Ilustre Fregona) served as source for "The Fair Maid of the Inn," of those eminent British playwrights. The other, "The Licentiate of Glass" is of interest as a psychological study as well as for its story-interest. The reference in its pages of the famous teacher of the deaf and dumb, Friar Ponce de León, who gave to Spain the honor of having initiated such instruction, is of interest to students of education.

Mr. Kirkpatrick has provided a useful introduction and full and informative notes. The volume will doubtless find a welcome in American classes in Spanish.

THE CAMPING IDEAL. The New Human Race. By Henry Wellington Wach, associate director, Camp Department of the Red Book Magazine. With a Greeting by Mary Roberts Rinehart. Published by the Red Book Magazine, New York.

The mission of the camp for the physical, social, and intellectual improvement of boys and girls as well as of young people beyond school age, is a real service to America as well as to local communities and individuals. In 1923 Mr. Wach visited 243 camps for boys and girls in New England where organized camps were first established. In 1924 he visited 121 camps in the Adirondack and Catskill Mountains in New York State and in the Pocono Mountains in Pennsylvania and in the lake regions of Michigan, Wisconsin and Minnesota. The first year he had an automobile mileage of 5,365 miles, and the second year of 7,100 miles. No other person has any such equipment for writing about "The Camping Ideal" as has Henry Wellington Wach. It is a real service to the human race for him to furnish the information given in this book.

SPANISH CORRESPONDENCE. By E. S. Harrison, head of the Spanish Department, Commercial High School, Brooklyn. Cloth. 160 pages. New York: Henry Holt and Company.

Quite apart from the enormous popularity of Spanish as a subject of study in schools and colleges because of its cultural and political status as a world language, is the question of the practical use of the language in foreign trade and other forms of international intercourse. This important aspect of the study of Spanish has been repeatedly recognized by the business leaders of our country, particularly in various annual Foreign Trade Conventions. It is good, therefore, to have reliable handbooks for Spanish correspondence which may be used not only in Spanish classes in commercial schools and colleges of business administration, but which may be utilized as well by employees of banks and business houses who have charge of the writing of letters to the Spanish-speaking countries. Such a book has been provided by Mr. Harrison, a well-

known teacher of Spanish and author of a number of textbooks, in this latest edition of his "Spanish Correspondence." It contains some sixty-five letters in Spanish, covering almost every conceivable type of inquiry or answer, together with business forms, etc. Exercises based on the letters and a series of outlines of letters to be written in accordance with the models are also provided. A complete vocabulary is included. Both from the standpoint of content and from the standpoint of teachability the book seems to meet every reasonable requirement.

PURPOSIVE WRITING AND SPEAKING. By Joseph A. Wallace, Fall River, Mass., and James Milton O'Neill, University of Wisconsin. Cloth. 340 pages. New York, Chicago and Boston: Longmans, Green and Company.

"Purposive" is a new word for describing a text on learning to write and speak naturally, fluently, correctly, expressively and attractively, and it is no more captivating than it is appropriate.

The Youth's Companion in the day when it was the only magazine in its class in the country had as its motto in accepting an article, "Nothing with a moral, nothing without a purpose," and we are reminded of this as we examine this latest text that comes to our editorial desk. It is a book of twenty-eight of the most important *projects* in speaking and writing that one is called upon to perform. The *purpose* of the book is to have pupils and students form right habits of expression so that it will be more natural to say and write the correct expression effectively than to make errors of expression.

The twenty-eight Projects are as follows: Making a Recitation, Reporting an Incident, Defining Words and Phrases, Explaining a Process, Delivering a Speech, Describing a Person, Taking Part in a Discussion, Writing a Picture, Describing a Machine, Making a Speech of Introduction, Describing a Building, Writing Social Letters, Writing Business Letters, Stating a Proposition for an Argument, Analyzing a Proposition in an Argument, Getting the Material for an Argument, Planning the Case in an Argument, Debating a Proposition, Writing an Editorial, Telling a Story, Reviewing a Book, Making a Speech of Welcome or Response, Writing a Story, Making a Speech of Presentation or Acceptance, Dramatizing a Story, Making a Speech of Personal Tribute, Writing a Familiar Essay, Making an After Dinner Speech.

There are, of course, chapters on Words, Voice, The Sentence, The Paragraph, Punctuation, Gestures, Pronunciation and Phases of Grammar, always with a purpose, the achievement of success in speaking and writing.

LEFTHANDEDNESS. A new interpretation. By Beaufort Sims Parsons. Foreword by Harvey E. Jordan, Ph. D., University of Virginia. Cloth. 185 pages. New York: The Macmillan Company.

It is always interesting to find some one ready to turn the light of science upon something that has interested scientific minds for centuries without solving the problem and this is rarely more interesting than in the study of "Lefthandedness," by Beaufort Sims Parsons of East Falls Church, Virginia, who publishes fifty-five pages of Bibliography with 700 titles of books and subjects of articles on "Lefthandedness."

Mr. Parsons has devoted his attention to the study of "Lefthandedness" with as much scientific zeal as Einstein has to relativity and he is as confident that his manuscope determines native "Lefthandedness" as reliably as the telescopic camera reveals the size of the universe, and his theory of unilateral sighting furnishes the specific physiological solution of the mystery of lefthandedness which has been sought in vain for centuries. It is as fascinating a scientific study as any we have met for many a day.

LE ROMAN D'ELEDUS ET SERENE. Edited for the first time from the unique manuscript in the Bibliothèque Nationale, by John Revell Reinhard, Ph. D. (Harvard), adjunct professor of Romance Languages in the University of Texas. Cloth. xxiii+208 pages. Austin, Texas: University of Texas Press.

Those who think that American scholars are not producing solid and substantial work in the fields of philology and literature will find enlightenment in an occasional contact with a book such as this. Dr. Reinhard presents a reliable text of an Old French poem, hitherto unpublished, which has certain relations with a lost Old Provencal romance. The care and accuracy with which the editing has been done are evidence of the thorough training for the task received by the editor from Professors Sheldon, Grandgent, and Ford, that eminent group who have kept Harvard in the forefront in Romance studies for many years. Dr. Reinhard has provided an introduction, notes, glossary, and index of proper names, but most of the volume is given up to the text, in accordance with the editor's announced purpose.

The book is a real contribution to Romance scholarship, and may well serve as a model for students in philology at our universities.

PRIMER OF SANITATION. New World Health Series. Book II. A Simple Textbook on Disease Germs and How to Fight Them. By John W. Ritchie, William and Mary College. Third Revision with many new illustrations. Cloth. 231 pages. Yonkers-on-Hudson, New York: World Book Company.

Professor Ritchie was one of the first men to create the new Health Textbooks for the schools. His books were a genuine sensation when they came on the market, and they have been leading the profession in these fifteen years since he fascinated school children by the attractive way in which he made them see how like weeds in the garden infectious diseases like colds, measles, whooping cough, scarlet fever, typhoid fever, etc., are in the human body. He has a literary professional style that is never tame, never dull, never fails to be clear and impressive. Every paragraph reads like a book for the young, for it is so clear that a child cannot help understanding it, will not fail to enjoy it.

One notable feature of Professor Ritchie's books is that while he writes exuberantly of what has been achieved by the knowledge of germ disease in the last fifty years he is no faddist, no propagandist, but is as practical as the multiplication table, sees what has not been learned and speaks freely of the health problems that are yet to be solved.

Another highly creditable feature of Professor Ritchie's work is that he is no worshiper of tradition. There is no more valuable paragraph in his "Primer of Sanitation" than that in which he shows that cleanliness and neatness do not prevent the spread of germs. That dirt is not ordinarily disease breeding. That disease germs are so delicate that they cannot thrive in the rough and ready life of dirt.

The only protection from germ disease is in isolating persons and animals carrying disease germs, is in preventing germs to get into milk, into meat, into water. No one can be so healthy as to "throw off" germs if they get into the system. Babe Ruth's powerful hitting demonstrates tremendous physical vigor and yet disease germs can lay him out as easily as any one else. Professor Ritchie is rendering a noble service to humanity by the way he is enlightening the children of this generation of the viciousness of all disease germs.

Education in Action

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Mrs. Fannie Fern Andrews, Ph. D., is sailing, with Mr. Andrews, for an extended trip in Europe. During July and August Mrs. Andrews is to lecture in England and Scotland. In September she will be in Geneva during the meeting of the Assembly of the League of Nations. After this she goes to the Balkans and thence on to the Near East, where she will study on the spot the Mandatory System—the subject of her Doctor's Thesis.

Three University of Virginia professors, under indictment for violation of the prohibition law, have offered their resignations to save the institution "any embarrassment," but make it clear that their action was not an admission they had violated the law. They are charged with operating an automobile while under the influence of intoxicants. Each is under $1,000 bonds.

The board of trustees of Wheaton College has elected Dr. George T. Smart to be acting president of the institution. He had formerly been vice-president of the board.

Governor Smith of New York rendered education a real service when he signed the pension bill. The actuarial estimates are that the possible cost to the city may be $4,400,000, but it will be spread over a period of more than forty years.

New York University graduated 1,800 this year, the largest class in its history.

Jackson College celebrates its fifteenth birthday as independent of Tufts College.

President Maurer of Beloit College has expressed his approval of a local fraternity recently organized at the request of Professor Foster, head of the department of education, to further interest in the science of education. The fraternity is Pi Epsilon and will seek affiliation with one of the three or four national fraternities organized with the same purpose as the local group.

Milton J. Polissar of San Jose, a Russian student at the University of California, has won the university medal, highest scholastic honor of the year at the university.

Frank Irving Cooper Corporation, Boston, are architects of the proposed grade school building at North Raynham, Mass. The school is to care for 160 pupils and to cost not more than $30,000.

A floating university, which will combine a year's college study with a trip around the world, will sail from New York next September with 450 college youths selected from all parts of the country. An 18,000-ton steamship will be campus, dormitories, classrooms and laboratories for the unique student body for 240 days, during which five continents and fifty foreign ports will be visited. Dean James E. Lough of New York University will be in charge. The itinerary includes Cuba, Panama, Hawaii, Japan, Korea, China, the Philippines, Dutch Indies, Malay Peninsula, Burma, India, Ceylon, Arabia, Palestine, Egypt, North Africa and Europe.

The State University of California enrolled 25,707 a year ago.

California needs more than 5,000 new teachers each year or about one-sixth of the entire corps.

There are 31,059 public school teachers in California.

The last legislature changed the name of the Michigan Agricultural College to Michigan State College.

There were 160 Illinois high schools and academies in the track meet at the Illinois State University this season.

More than one-third of the enrollment in the elementary schools of rural Virginia this session is for the first time found in standard schools, as defined by the State Board of Education. Approximately 46,000 of this enrollment is in the standard elementary schools which are not constituent parts of standard accredited high schools. The remainder of this enrollment, about 84,000, is in the elementary grades of the standard accredited high schools located outside of the cities. This new record is exceedingly gratifying to school officials.

The encouragement of emphasis upon elementary education and the standardization of this department of education is regarded by Superintendent Hart as quite as fundamental, if not more fundamental. than the encouragement of standard high schools; the wisdom of this point of view is said to lie in the fact that elementary education is basic to all subsequent education, and to the further fact that elementary education serves a larger number of pupils than subsequent education. There is a general movement throughout the nation to improve rural school conditions, and it is for that purpose that appropriate standards for rural elementary schools, with their proper enforcement, have been provided by the Virginia State Board of Education.

In Falmouth, Mass., the Lawrence high school has a "Lawrence High School Scholarship Association Incorporated," the purpose of which is to provide aid to needy and deserving students to complete the high school course, but more especially to aid highly promising students to go to college. There have already been special gifts of money and now they are making a "far and wide" opportunity for any one to join who will agree to pay one dollar a year. It may be ten dollars a year or it may be a life membership by paying one hundred dollars.

The New York University in the heart of the city of New York offers more than 500 courses of interest to teachers in every field. This will be the thirty-first session of this Summer School, July 7 to August 14.

Henry S. Baldwin, son of William A. Baldwin, who has made the Hyannis State Normal School of Massachusetts famous, has become president of the Eastern Teachers Agency of Boston. Miss Hastings will continue as office manager.

The school system of Sacramento, California, has during the last thirteen years followed the plan of supervised study in its elementary grades. The school program provides just as carefully for recreation as for study periods. Sacramento has small classes, and each teacher has a single section. This plan obviates much of the retardation which now is a problem in most schools.

No final examinations are given in the grades; children easily pass from grade to grade on the judgment of the teachers. With supervised study in small classes of single sections, and no final examinations in the grades, most of the children are promoted. The teachers know what the children can do, and are able to bring up the standing of the backward ones.

Northern State Teachers College at Aberdeen has been designated again this year as the government's choice of schools for the attendance of its Indian School Service employees for the Dakota district, embracing both North and South Dakota. In addition to these, many Indian teachers are expected from Montana, Idaho, Minnesota, Iowa and Nebraska. Most of the Indian teachers will come overland in their own transportation vehicles; many of them will bring their families. Special courses covering six weeks are being arranged for these teachers, the main theme centring about health work. Several hundred teachers and other employees are expected to be in attendance. Enrollments have already been received from twenty-five different South Dakota schools, from eight North Dakota schools, from five Montana schools and from about a dozen schools from other states.

The Garfield High School, Seattle, has won the city scholarship award for the third successive year and now has permanently the University of Pennsylvania Cup.

Oshkosh, Wisconsin, State Teachers College, H. A. Brown, president, fared extra well in the legislature, receiving $250,000 for building.

New York City principals must stay in school buildings during school hours. A principal or other person in charge of a school building who is obliged to leave the building during school hours will be required to make

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an entry in the official time book of the time of leaving and return. Before leaving the building the principal must give notice in advance to the assistant principal or teacher designated to take charge of the school.

Frederick Z. Lewis of Teachers Retirement Official Board was recently re-elected practically by a unanimous vote although there had been quite a bit of excitement because of criticism of some administrative functioning.

Superintendent J. C. West of Bemidji, Minnesota, has attracted national attention by his discussion of the "Balance Budget."

Charleston, West Virginia, is to have a new high school building, one of the best in America. The laying of the corner stone on May 22 was an event of high significance. Superintendent S. E. Weber, who made the official address of the occasion, is largely responsible for the aroused public sentiment which voted the bonds.

There are 1,800 one-room schools in California with 35,000 children in attendance.

There were 1,855,722 children and youth in the public schools of California in 1923-24. From 1914 to 1921 the increase was 542,433.

Dowagiac, Michigan, has voted 2-1 in favor of a $350,000 bond issue for new school buildings.

Dr. Robert E. Speer of New York, a vice-president of the board of trustees of the Northfield Schools, delivered the address to the graduating class of the Northfield Seminary. The commencement exercises were held June 6-8. The fifty-five members of the graduating class come from many states, Hawaii, Canal Zone, Jamaica, Scotland, Egypt, India and China. Those coming from foreign countries are practically all daughters of missionaries who are planning for college, or other further training, and will return to their home field for their life work. One is the daughter of Dr. Samuel M. Zwemer of Cairo, Egypt, editor of The Moslem World, and world authority on matters relating to the Turk and Mohammedan.

Teachers College, Columbia University, has established a million-dollar group insurance program. Something very new and attractive.

Professor Fletcher Harper Swift, of the College of Education of the University of Minnesota, has accepted an appointment as professor of education at the University of California, Berkeley. During the present year Professor Swift, on leave of absence from the University of Minnesota, has been visiting professor of education in the Department of Educational Administration at Teachers College, Columbia University. He has also been offering courses in School Administration at the University of Pennsylvania.

The legislature has changed the method of distributing the state primary school fund so that instead of a per capita distribution on the basis of the school census, ninety-five per cent. will be divided as formerly, while the remaining five per cent. will be given to certain counties unable to meet necessary school expenses with their usual share of primary money and local revenues. Wayne County will lose $225,000 by this law.

The Board of Education of St. Petersburg, Fla., has begun plans for a complete educational group on a twenty-acre site. The group will include three buildings, elementary, junior and senior high schools. Plans

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for the senior high school are under way in the office of William B. Ittner, architect, St. Louis, and M. Leo Elliott, associate architect.

The Board of Education, Dayton, Ohio, has retained the services of William B. Ittner, architect, St. Louis, as the consulting architect on the new $4,000,000 school building program.

From a recent investigation it appears that sixty per cent. of the men in the Northeastern University School of Engineering are engaged in some form of extra-curricular activity.

Students at Illinois College at Jacksonville have earned a total of $38,500 while working their way through school, according to a report submitted to President C. H. Rammelkamp by the college employment bureau. Seventy-two per cent. of the students are earning all or part of their college expenses.

Edwin Hale Abbot, who was graduated from Harvard with the class of '55, seventy years ago, heads the list of candidates for membership to the Harvard Club of Boston, which will be voted upon by the club's committee on elections at its next meeting. Mr. Abbot, who is proposed for membership by Arthur Drinkwater and Arthur J. Garceau, took the degree of A. B. in '55, the M. A. in '58, and the LL.B. in '61. Mr. Abbot, a retired lawyer, is ninety-one years of age and resides at 1 Follen street, Cambridge.

The Laura Spelman Rockefeller Foundation gave $6,580,967 to educational, social and medical activities in 1924.

Northwestern University, Evanston, Illinois, is seventy years old.

A. D. Allan of National City, California, schools has won a long court fight and he is to receive full salary since last June, though he did not teach until this May. It has been an interesting court case growing out of the fact that he was not notified of an election according to law.

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MEETINGS TO BE HELD

JULY

1: Music Teachers Association of California, San Francisco, California. Frank Carroll Griffen, 976 Chestnut street, San Francisco, California.

6-11: American Library Association, Seattle, Wash.

29-31: National Association of Teachers in Colored Schools, Durham, N. C. W. W. Landers, 1034 Bridge avenue, Charleston, W. Va.

AUGUST

1-6: American Home Economics Association, San Francisco, California. Katherine Blunt, University of Chicago, Chicago, Ill.

10-15: Association of Agricultural Teachers of New York, Ithaca, N. Y. Stephen Salmon, Endicott, N. Y.

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater. William D. Parkinson, State Normal School, Fitchburg, Mass.

OCTOBER

10: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie, Wyo.

14-17: National League of Compulsory Education Officials, Duluth, Minnesota. James R. Cannon, Providence, R. I.

19: California Teachers Association, Northern Section, Sacramento. Charles C. Hughes, Sacramento, California.

22-24: Indiana State Teachers Association, Indianapolis. Benjamin J. Burris, Muncie, Ind.

22-24: Utah Educational Association, Salt Lake City. J. T. Worlton, City and County Building, Salt Lake City.

28-31: Washington Education Association, Seattle, Tacoma and Yakima. W. H. Grayam, Puyallup, Wash.

29-30: Illinois State School Board Association, Decatur. W. B. Read, Peoria, Ill.

29-31: Rhode Island Institute of Instruction, Providence. Clara E. Craig, Coll. of Ed., Providence, R.I.

NOVEMBER

5-6-7: Colorado Educational Association: Western Division, Grand Junction; Southern Division, Pueblo; Eastern Division, Denver. H. B. Smith, secretary, 520 Commonwealth Building, Denver, Colorado. Charles A. Lory, Fort Collins, Colo.

5: Wisconsin Association of Mathematics Teachers, Milwaukee. Wisconsin Association of Modern Foreign Language Teachers, Milwaukee. Mrs. Rove Buim, High School, Racine, Wis. Wisconsin Association of Vocational Schools, Milwaukee. A. G. McCreary, Beloit High School Building, Beloit.

5-6: Iowa Home Economics Association, Des Moines. Lillian G. Orr, 2019 Douglas street, Sioux City.

5-6: Kansas Association of Teachers of English, Kansas City. James R. Start. Kansas State Teachers College, Hays, Kans.

5-7: Colorado Education Association, Denver. H. B. Smith, 520 Commonwealth Building, Denver, Colo.

5-7: Iowa Association of Teachers of English, Des Moines. A. Starbuck, Iowa State College, Ames, Iowa.

5-7: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina. A. J. Stout, Topeka, Kans.

5-7: Minnesota Education Association, St Paul R. B. McLean, Teachers College, Moorhead, Minn.

5-7: Wisconsin Teachers Association, Milwaukee. A. G. McCreary, director of vocational education, Beloit, Wis.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg. Laura H. Carnell, Temple University, Philadelphia, Pa.

6-7: Wisconsin Physical Education Association, Milwaukee. W. O. Clark, Racine, Wis.

7: College Entrance Examination Board, New York City. Mary E. Woolley, Mt. Holyoke College, S. Hadley, Mass.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois. E. H. Lindley, University of Kansas, Lawrence, Kans.

10: Women's Educational and Industrial Union, Boston, Mass. Margaret McGill, 264 Boylston street, Boston, Mass.

11-14: Missouri Society of Teachers of Mathematics and Science, St. Louis. W. H. Templen, Central High School, Kansas City, Missouri.

11-14: Missouri State Teachers Association, St. Louis. Ella V. Dobbs, Columbus, Mo.

12-14: Arkansas State Teachers Association, Little Rock, Ury McKenzie, Superintendent of Schools, Hot Springs, Ark.

12-14: Association of Urban Universities, Washington, D. C. W. M. Lewis, George Washington University, Washington, D. C.

20-23: Missouri Society of Teachers of History and Government, St. Louis. T. M. Marshall, Washington University, St. Louis, Mo.

23-24: New York State Teachers Association, Syracuse. Theodore Zornow, Madison Junior High School, Rochester, N. Y.

23-25: South Dakota Education Association, Mitchell. C. S. Hall, Bellefourche, S. D.

24: Southern Industrial Education Association, Washington, D. C. Laurence R. Lee, 1228 Connecticut avenue, Washington, D. C.

24-25: Public School Trustees' Association of Virginia, Richmond. E. G. McGehee, Charlotte, Va.

25-29: Virginia English Teachers' Association, Norfolk. H. A. Miller, Junior Night School, Petersburg, Va.

26-28: National Council of Teachers of English, Chicago, Illinois. F. W. Gosling, Superintendent of Schools, Madison, Wis.

26-28: Texas State Teachers Association (colored), Dallas. H. B. Pemberton, Marshall, Texas.

27-28: Maryland State Teachers Association, Baltimore. M. S. H. Unger, Westminster, Md.

27-28: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Columbia University, New York City. F. C. Ferry, Hamilton College, Clinton, N. Y.

27-28: Central Association of Science and Mathematics Teachers, Chicago, Ill. Elliot R. Downing, University of Chicago, Chicago, Ill.

28: Association of Modern Language Teachers of the Middle States and Maryland, Columbia University, New York City. Elsie I. Jamieson, Kensington High School, Philadelphia, Pa.

DECEMBER

1-4: Association of Colleges and Secondary Schools of the Southern States, Charleston, South Carolina. W. D. Hooper, University of Georgia, Athens, Ga.

14-18: California Teachers Association, Southern Section, Los Angeles. Claude W. Sandifur, Box 108, E. Third street, Lankershim, Calif.

27: American Historical Association, Ann Arbor, Michigan.

28-29: American Nature-Study Association, Kansas City, Missouri. M. R. VanCleve, Board of Education, Toledo, Ohio.

28-30: Illinois State Teachers Association, Springfield. E. C. Fisher, Superintendent of Schools, Peoria, Ill.

28-30: American Psychological Association, Ithaca, N. Y.

29-31: Florida Education Association, Jacksonville. Joseph Roenur, Gainesville, Fla.

29-31: Pennsylvania State Education Association, Scranton. Jessie Gray, Philadelphia, Pa.

29-31: Modern Language Association of America, Chicago, Illinois. B. J. Vos, Bloomington, Ind.

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